
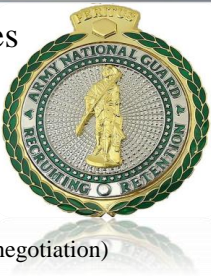
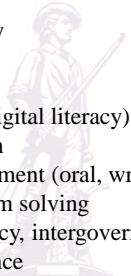


Slide 1



21st Century Soldier Competencies

- Character and accountability
- Comprehensive fitness
- Adaptability and initiative
- Lifelong learner (includes digital literacy)
- Teamwork and collaboration
- Communication and engagement (oral, written, negotiation)
- Critical thinking and problem solving
- Cultural and joint, interagency, intergovernmental, and multinational competence
- Tactical and technical competence (full spectrum capable)



Strength Maintenance Training Center

1

Method of Instruction: CO

Facilitator to Student Ratio: 1:25

Time of Instruction: 20 minutes

Media: Power point

BLOCK AUTHOR: Mr. Michael R. Langston Sr.

LESSON AUTHOR: Mr. Kevin L. Tarver

DATE PREPARED: 2 February 2015

LEARNING OUTCOME: The goal of this lesson is to provide reinforcement of the current ARNG policy pertaining to Recruiting Improprieties IAW SMOM 14-018.

This lesson is associated with **all** the 21st Century Soldier Competencies, which should be reinforced as much as possible.

ASSIGNED READING: N/A

INSTRUCTOR ADDITIONAL READINGS: SMOM 14-018

CLASSROOM AIDS REQUIRED: N/A

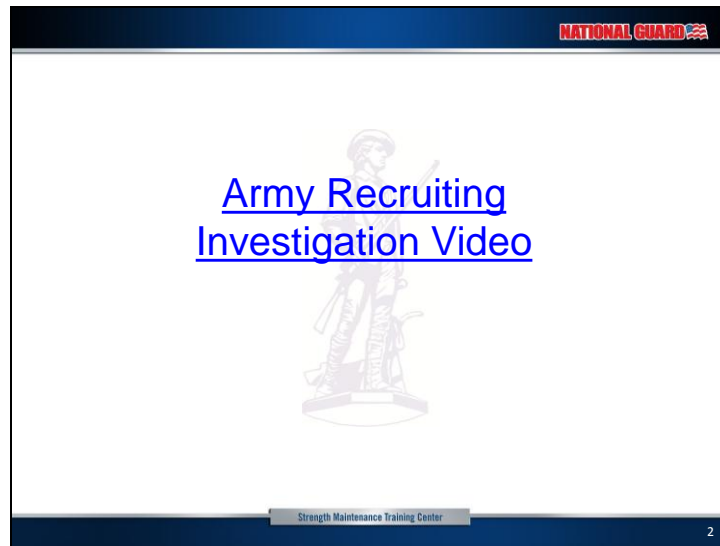
Facilitator Note: Incorporate the political, military, economic, social, infrastructure, and physical environment and time (PMESII & PT) into each lesson and classroom work as appropriate. Facilitator will illustrate them with appropriate examples from the Operating Environment (OE) as it pertains to the lesson.

Safety Requirements: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk management Worksheet during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Risk Assessment: Low : Environmental related risk assessment: No food or drink allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you may be required to power down. Use precautions with electrical equipment during thunderstorms / electrical.

Environmental Considerations: Facilitator should conduct a risk assessment to include environmental considerations IAW FM 3-34.5, Environmental Considerations (MCRP 4-11B), and ensure students are briefed on hazards and control measures. Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34-5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL – RELATED RISK ASSESSMENT.

Foreign Disclosure: FD1, No limitation.



Concrete Experience

- Play the Army Recruiting Investigation Video -

Publish:

Ask the students the following questions:

What stood out to you in the video? Good, bad, ugly.

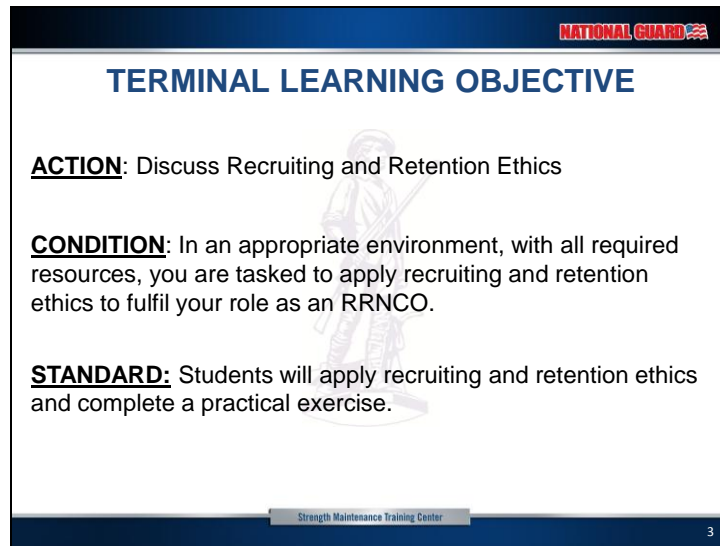
What sort of emotions did this video stir up?

Has anyone experienced or heard of this type of behavior? Elaborate.

Process:

Do you think that an Ethics class would help minimize this type of behavior in recruiting? If not, why?

Do you think reinforcement of the regulatory guidance in SMOM 14-018 could help you when it comes to making certain challenging decisions on the job?



TERMINAL LEARNING OBJECTIVE

ACTION: Discuss Recruiting and Retention Ethics

CONDITION: In an appropriate environment, with all required resources, you are tasked to apply recruiting and retention ethics to fulfil your role as an RRNCO.

STANDARD: Students will apply recruiting and retention ethics and complete a practical exercise.

Strength Maintenance Training Center 3

Terminal Learning Objective

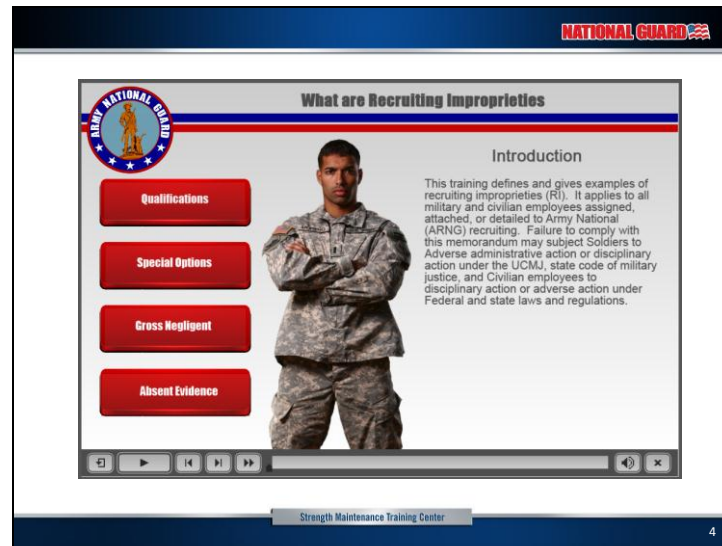
Action – Discuss Recruiting and Retention Ethics

Condition – In an appropriate environment, with all required resources, you are tasked to apply recruiting and retention ethics to fulfil your role as an RRNCO.

Standard – Students will apply recruiting and retention ethics and complete a practical exercise.

Note: Connect the TLO to the Concrete Experience.

As you can see from the Concrete Event video we watched, ethical violations remain an issue for the ARNG. This lesson is designed to reinforce the current ARNG policy with regard to recruiting improprieties and to help prevent them within the strength maintenance force.



GENERALIZE NEW INFORMATION (GNI)

Learning Step Activity One – Discuss Recruiting and Retention Ethics

Method of Instruction: Facilitator

Facilitator to Student Ratio: 1:25

Time of Instruction: 1 hour

Media: Power Point

Note: At this time, display the Ethics Training file onto the projector.

1. What are Recruiting Improprieties?

Note: Ask the students to give you their definition of “recruiting impropriety” in their own words. Afterwards, go through the slides, clicking the red blocks (qualifications, special options, gross negligent, absent evidence), which will define recruiting improprieties IAW SMOM 14-018.

Note: Once the last red block has been clicked and discussed, click **“next.”** (Repeat the same process throughout.)

Explain that a recruiting impropriety is specifically defined in SMOM 14-018. An irregularity is still a violation of Army policy, but is not a specific “recruiting” impropriety. If the recruiting impropriety would also be a violation of civilian law, then choose that option.

Note: Have the students read the scenario and then facilitate a discussion. Draw out differing opinions and experiences.

Click “Next.”

2. Criminal Involvement

Note: Read the scenario under “Introduction.” The rest of the scenario will come up after the discussion.

Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

Note: Have the students read the rest of the scenario and then facilitate a discussion on the possible answers. Draw out differing opinions and experiences.

Note: On the next slide (after the scenario), read the scenario under “Introduction” and facilitate a discussion on whether or not this is a impropriety and why.

Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

3. Pre-signed Forms and False Certification

Note: Read the scenario under “Introduction.” The rest of the scenario will come up after the discussion.

Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

Note: Have the students read the rest of the scenario and then facilitate a discussion on the possible answers. Draw out differing opinions and experiences.

4. Medical

Note: Read the scenario under “Introduction.” The rest of the scenario will come up after the discussion.

Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

Note: Have the students read the rest of the scenario and then facilitate a discussion on the possible answers. Draw out differing opinions and experiences.

5. Dependents **Note:** Read the scenario under “Introduction.” The rest of the scenario will come up after the discussion.

Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

Note: Have the students read the rest of the scenario and then facilitate a discussion on the possible answers. Draw out differing opinions and experiences.

6. Prior Service

Note: Read the scenario under “Introduction.” The rest of the scenario will come up after the discussion.

Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

Note: Have the students read the rest of the scenario and then facilitate a discussion on the possible answers. Draw out differing opinions and experiences.

7. Misrepresentation and Coercion

Note: Read the scenario under “Introduction.” The rest of the scenario will come up after the discussion.

Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

Note: Have the students read the rest of the scenario and then facilitate a discussion on the possible answers. Draw out differing opinions and experiences.

8. System Use

Note: Read the scenario under “Introduction.” The rest of the scenario will come up after the discussion.

Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

Note: Have the students read the rest of the scenario and then facilitate a discussion on the possible answers. Draw out differing opinions and experiences.

9. Recruit and Recruiter Relationships

Note: Read the scenario under “Introduction.” The rest of the scenario will come up after the discussion.

Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

Note: Have the students read the rest of the scenario and then facilitate a discussion on the possible answers. Draw out differing opinions and experiences.

10. Imposter (Ringer)

Note: Read the scenario under “Introduction.” The rest of the scenario will come up after the discussion.

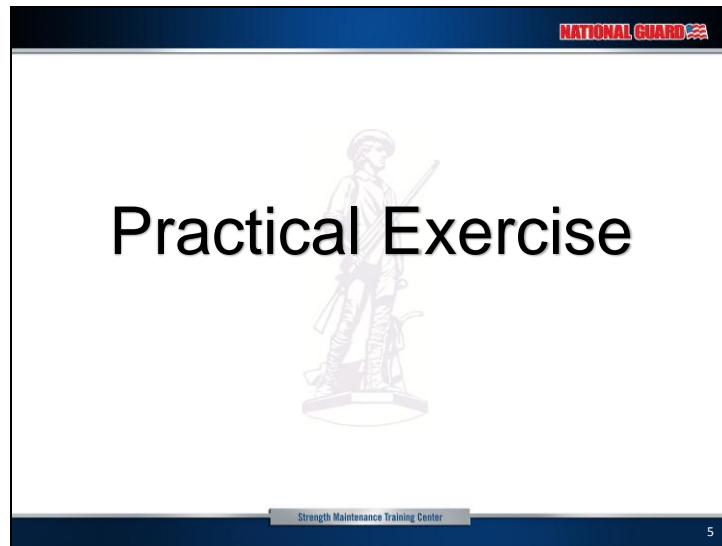
Note: Go over the information corresponding to the red blocks. Once the last red block has been clicked and discussed, click “**next.**”

Note: Have the students read the rest of the scenario and then facilitate a discussion on the possible answers. Draw out differing opinions and experiences.

11. Investigation

Note: Read the red blocks under “Investigation.”

**Check on Learning: Have the students open and complete the Ethics game.
(20 minutes)**



Learning Step Activity Two – Conduct a Practical Exercise

Method of Instruction: Facilitator

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

Facilitator Note: Have the students log into Blackboard and complete the “Recruiting Impropriety” PE (located under “Exams”) associated with this lesson.



REVIEW AND SUMMARY

Method of Instruction: Facilitator
Facilitator to Student Ratio: 1:25
Time of Instruction: 10 minutes
Media: Power Point

DEVELOP

Facilitator Note: Facilitate a discussion on value and future use of the information that was just introduced.

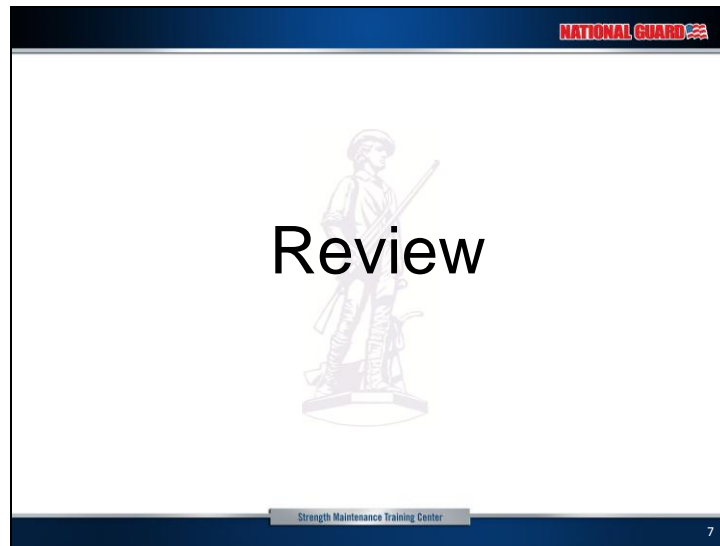
Ask: As an RRNCO, why is it important to be familiar with SMOM 14-018?

Ask: How can having knowledge of this information benefit you?

APPLY

Practical exercise. (LSA Two)


Assessment: There is no graded assessment for this lesson.



Note: During this lesson, we discussed the Army National Guard's policy on recruiting improprieties.

Slide 8

NATIONAL GUARD



“In just about every area of society, there is nothing more important than ethics.”

*~ Henry Paulson,
US Secretary of Treasury (2006 – 2009)*

Strength Maintenance Training Center 8